



A Final Project

THE USE OF CUE CARDS IN TEACHING SPOKEN DESCRIPTIVE

TEXT:

The case of eighth year students of SMP N 13 Semarang

Academic Year 2006/2007

**(Submitted in Partial Fulfillment of the Requirements
for the Degree of *Sarjana Pendidikan* in English)**

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MOTTO

**LIFE IS EITHER DARING ADVANTURE OR
NOTHING...**

GOD WILL HELP THOSE WHO HELP THEMSELVES

DEDICATION

This final project is dedicated to:

- **My adored Mother and Father**
(Pak Bambang and Bu Wartu)
- **My two beloved sisters**
(Isna and Pungki)
- **My amazing great buddies “Z_berath”**
(Ling2, Edi, Joko, Bembi, Herman, Wince)
- **My “sophisticated” true blue friends**
(Yessi, Zulfa, ibu Esti)
- **All the English 2002 friends**

ABSTRACT

This final project is action research. In this study, I limited the discussion by stating the following problem: “how is the achievement of the eighth year students of SMP 13 Semarang of the Academic Year 2006/2007 in producing spoken descriptive texts by using cue card?”. The aim of the study was to describe the process of teaching and learning spoken descriptive text by using cue card and to find out the improvement of students’ achievement in using cue card as the teaching medium to the eighth year students of SMPN 13 Semarang of the Academic Year 2006/2007. It is expected that the result of the study will provide a deeper understanding of the use of cue card as a teaching medium.

There were four steps in conducting the Action Research i.e. planning, acting, observing, and reflecting. This action research was done in two cycles. The first cycle was how to describe animals, while the other was how to describe person.

The result of the study showed that using cue card as a teaching medium improved the average of the students’ speaking grade of the eighth year students of SMP 13 Semarang academic year 2006/2007 by 18.4 point, including students’ fluency (31.3 point), pronunciation (25.3 point), but unfortunately the grammar aspect did not improve (-1.3 point).

Referring to this action research, I offer several suggestions. First, I suggest that the English teacher should try to use cue card as one of the teaching media. Second, English teacher should encourage the students to improve their speaking skill by giving more practice and exercise, such as retelling story, performing speech, practicing dialogue, and so forth. Third, I suggest the students to improve their mastery of present tense so they can produce good descriptive texts.

Key Words: Cue card, Spoken, Descriptive text, Action Research,

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The writer

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is significant since it is a means of communication. Through language, people tell stories, share ideas, give information, and so forth. Considering that there are five different continents with, definitely, different languages, it is such Herculean task to master all languages existing in this world in order to be able to communicate with people from different countries. Fortunately, the solution of this barrier appeared. English nowadays serves as lingua franca in many parts of the world. As Harmer states that lingua franca is a language widely adopted for communication between two speakers whose native languages are different from each other's and where one or both are using it as a second language (Harmer, 2001:3)

According to the vernacular languages in education published in Paris in 1953, UNESCO defines a lingua franca as a language which is used habitually by people whose mother tongues are different in order to facilitate communication between them. In other words we can say that English serves as a lingua franca in many parts of the world.

English in Indonesia has been taught as the first foreign language in the formal schools since its Independence Day in 1945 (Ramelan, 1992:1). That time, English was given to the students of Junior and Senior High levels as a compulsory subject. Until now, English is still taught from the elementary level as a local content, up to the High School level as compulsory subject. It means that a student, at least, has six years opportunity to learn English and hopefully master it. However, it is still hard to search for the qualified graduates who have good English mastery.

To answer the unsatisfactory result of English teaching in Indonesia, the government should take a look at several possible factors. Such factors like teacher's factor (the teaching skill, technique, the use of visual aids, and so forth), students' factor (motivation, willingness), relevant curriculum, and any other facilities must work together in affecting the final result of teaching.

As theories of language develop, the curricula in Indonesia are also in progression. Such progressions were Grammar Translation Method (1945), Audio-Lingual Method (1975), Communicative Approach (1984), and the recent curriculum 1994 was applied in order to achieve the objective of English teaching, communication (www.google.com). Considering its failure to produce students with a good communication skill, the Indonesian government made such alteration to the new model of Curriculum, known as Curriculum 2004 or Competency-based Curriculum. Some of its philosophical backgrounds are based on communicative competence, literary approach, systemic-functional grammar, and Vigotsky's theory of linguistic development. This curriculum employs the

concept of language as communication, not a set of rule (Celce-Murcia, Dornyei & Thurell: 2003). The implication is to provide the students with life skills, the skills enabling the students to independently communicate in the target language. The skills that can prepare the students to communicate well in English are listening, speaking, reading, and writing.

Among these four basic skills, speaking is considered to be the undervalued skills (Bygate, 1987: 13). Perhaps this is due to the assumption that we all can speak. In fact, to speak English well, there are so many aspects we have to consider i.e. grammar, pronunciation, intonation, stress, vocabulary, and so forth are significant. However, if somebody has mastered all the aspects, we can not guarantee that he/she can speak fluently. Any other factors such as nervousness, and “afraid of making mistake” result in failure to produce a correct form of English speech.

In order to teach speaking successfully, a teacher should concern about the quality of the teacher, students’ motivation, and interest. The use of media, somehow, would help the students to reach the objective of teaching. As Hamalik states media are used to motivate students in learning (Hamalik, 1998:18); Gerlach and Ely (1980:241) define media as any person, material or event that establishes conditions which enable learners/students to acquire knowledge, skills, and attitudes. From the definitions above, it can be concluded that media are tools (a thing, a real thing) used by the teacher to facilitate the instruction.

In this final project, cue card is introduced as one of the teaching media. Cue card is card with words or picture on, which are used to encourage the

students to respond (Harmer, 2001:134). Cue card is interesting due to its simplicity and attractiveness. Besides inexpensive, the process of making it is not quite complicated. A teacher, sometimes, needs creativity to make the cards more attractive. Cue card as the modification of picture has many advantages, one of which is that it is clearly visible. Thus, when students are asked to describe something/someone in detail, cue cards can help them to produce the description easily.

1.2 Reasons for Choosing the Topic

The study was related to the use of cue card in English teaching and its implementation to the curriculum 2004 in the classroom. Several reasons for choosing the topic were:

- (1) According to the curriculum 2004, spoken cycle is more emphasized rather than the written form.
- (2) The unsatisfactory result of English teaching in Indonesia, although English has been taught since junior high level. It is shown by the small number of high schools graduates who can communicate well in English.
- (3) The teacher's lack of understanding of the importance of using media in the classroom. They do not realize that monotonous class will lead the students into reluctance in learning English.
- (4) The need to socialize the use of the simple and cheap media such as cue cards.

- (5) Speaking is a life skill. One of the best ways to make the students communicate well is by doing much practice.

1.3 Research Problem

There is a question which appears in this study:

“How is the achievement of the eighth year students of SMPN 13 Semarang of the Academic Year 2006/2007 in producing spoken descriptive text with the use of cue card?”

1.4 Objective of the Study

The objectives of the study are to describe the process of teaching and learning spoken descriptive texts by using cue cards and to find out the extent of the students' achievement in using cue cards as the teaching media in the case of the eighth year students of SMP 13 Semarang of the academic year 2006/2007.

1.5 Significance of the Study

The result hopefully will give contribution to English language teaching and learning, i.e.

- (1) This study will provide description about how cue cards help students produce oral descriptive texts.
- (2) This study will hopefully help the students improve their speaking ability and also motivate them to communicate in English.

The result of the study is expected to be a consideration in teaching speaking to SMP students, stimulating the teacher to be creative to develop and explore interesting media in teaching speaking

1.6 Outline of the Study

This final project contains five chapters. With the purpose of facilitating the readers to understand the study, this writing is organized as follows:

Chapter one is the Introduction which brings the reader to the discussion of the background of the topic being studied. It includes the background of the study, reasons for choosing the topic, research question, objectives of the study, significance of the study.

Chapter two provides the review of the related literature. Several relevant theories used in this study are being transpired with respect to the objectives of the study. They are Teaching Speaking, curriculum 2004, and the definition of media (cue cards).

Chapter three represents the research methodology: research design, object of the study, procedure of the study, method of collecting data, instruments of the study, and analysis of the data.

Chapter four elucidates the discussion of the study. The points of the discussion are basically to answer the research question.

Chapter five concludes the overall study. This section contains the contribution of the study toward English language pedagogy in Indonesia.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

2. 1 Speaking

Speaking is the verbal use of language to communicate with others (Fulcher: 2003:23). Its function is to convey message which lies in the structure and meaning of all languages, whether this is written or spoken. Therefore, according to Halliday (in Fulcher, 2003:23) speaking differs from written language in a number of respects. We can observe that spoken language has fewer full sentences and also less formal in the use of vocabulary.

2.1.1 The Nature of Teaching Speaking

Many of Indonesian learners find difficulties in acquiring the oral English language since most problems are caused by different elements found between the two languages (Ramelan, 1992:5). Thus, by knowing some of the characteristics of spoken language, it will help learners much in carrying out the oral presentation. Such characteristics suggested by Brown are summarized as follows:

- (1) Clustering
Fluent speech is phrasal not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.
- (2) Redundancy
The speaker has the opportunity to make the meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.
- (3) Reduced form
Constructions, elisions, reduced vowels, and so on; all form special problems in teaching spoken English.

Students who do not learn colloquial constructions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatizes them.

- (4) Performance variables
One of the advantages of spoken language is that the process of thinking as someone speaks allows him to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. One of the differences between native and non native speakers of a language is their hesitation phenomena.
- (5) Colloquial language
Make sure that the learners are reasonably well acquainted with the words, idioms, and phrases of colloquial language and they get practice in producing these forms.
- (6) Rate of delivery
Another salient characteristic of fluency is rate of delivery. One of ways in teaching spoken English is to help learners achieve an acceptance speed along with other attributes of fluency.
- (7) Stress, rhythm, and intonation
This is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.
- (8) Interaction
Learning to produce wave of language in a vacuum – without interlocutors – would rob speaking skill of its richest component; the creativity of conversational negotiation (Brown, 2001: 271).

Brown (2001:273) also recommends six categories of oral production that students are expected to carry out in the classroom, i.e.: imitative, intensive, responsive, transactional (dialogue), interpersonal (dialogue), extensive (monologue).

Besides knowing the characteristics of teaching speaking, it must be considered that speaking involves three areas of knowledge (retrieved in <http://www.wikipedia.com>)

- (1) Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation
- (2) Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building)
- (3) Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

Thus, from the explanation above, the things that we can draw is that in performing spoken language, accuracy and fluency are both important goals to pursue. Accuracy includes clarity, articulation, correct grammar and speech sound, whereas the scope of fluency includes the flowing of the language, and how to produce natural language. The fluency and accuracy issue often boils down to the extent to which our techniques should be message oriented (teaching language use) as opposed to language oriented (teaching language usage) suggested by Brown (2001: 268).

“It is now very clear that fluency and accuracy are both important goals to pursue in CLT. While fluency may in many communicative language courses be an initial goal in language teaching accuracy is achieved in some extent by allowing students to focus on the elements of phonology, grammar, and discourse in their spoken output.” (Brown, 2001: 268)

2.1.2 Techniques in Teaching Speaking

The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural

rules that apply in each communication situation (<http://www.nclr.org/essentials/speaking/spindex.htm>).

Again according to <http://www.nclr.org/essentials/speaking/spindex.htm> To help students develop communicative efficiency in speaking, a teacher can use a balanced activities approach that combine language input (material to the students includes teacher's talk, listening activities, reading passage and so forth), structured output (using textbook as the practice exercise), and communicative output (the learners' performance/ production using the language that they have just learned).

The language input can be divided as follows:

Content-oriented input focuses on information, whether it is a simple weather report or an extended lecture on an academic topic. Content-oriented input may also include descriptions of learning strategies and examples of their use.

Form-oriented input focuses on ways of using the language: guidance from the teacher or another source on vocabulary, pronunciation, and grammar (linguistic competence); appropriate things to say in specific contexts (discourse competence); expectations for rate of speech, pause length, turn-taking, and other social aspects of language use (sociolinguistic competence);

and explicit instruction in phrases to use to ask for clarification and repair miscommunication (strategic competence).

(<http://www.nclr.org/essentials/speaking/spindex.htm>)

2.1.3 Teaching Speaking in Indonesia

Many English classes in Indonesia tend to use their L1 rather than practicing English as well. It is rare for them to use English as a means of communication during the class, especially in speaking class, not even when they are asked to produce a particular text in the target language in front of the class. Afraid of making mistakes, due to the complicated rule of grammar, native-like pronunciation, and any other psychological factors affect students' performance. They usually memorize everything before performing particular speech in written form. This phenomenon is in contrary to what has been said by Bygate (1987:3) that written and spoken forms are different.

2.2 Curriculum 2004

The concept of teaching English as a foreign language becomes the underpinning concept of language teaching in Indonesia. How a teacher provides students with language so that it enables them to communicate using the target language. Teacher should know the roles. As stated by Harmer (2001:58-62) teacher's roles may change from controller, organizer, assessor, prompter, participant, resource, tutor, until observer. A teacher should create an enjoyable learning process so that students learn best as well as acquire the language in the teaching learning process.

The English competency-based curriculum for Indonesian High Schools which is also known as the curriculum 2004, employs the model of communicative competence by Celce-Murcia, Dornyeii-Thurell :

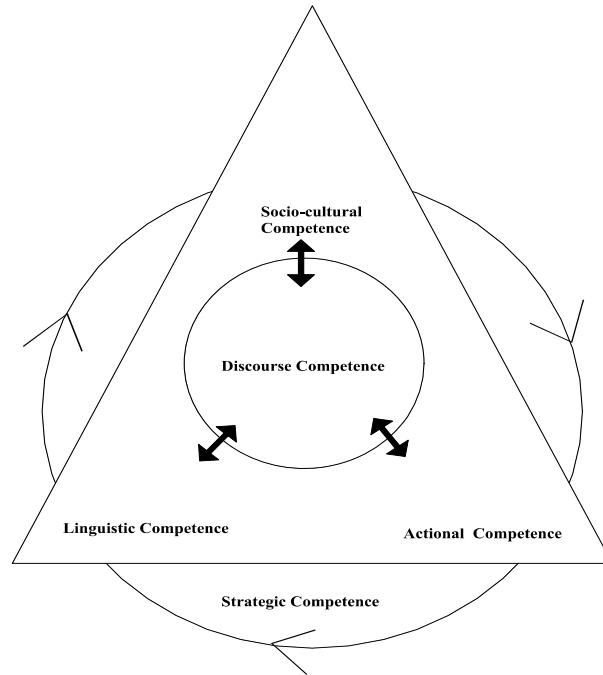


Figure 1

From the schematic representation of Communicative competence suggested by Celce-Murcia, Dornyeii, and Thurell as cited in Kurikulum 2004 (2003:2), it is clearly seen that there are four basic competences, viz. socio-cultural competence, linguistic competence, actional competence, and strategic competence, which enable the students to gain the discourse competence. All the competences mentioned above must be mastered by the learners as such competences lead them to the competence of producing a discourse. In order to communicate effectively and appropriately in the target language, someone must have a good competence in linguistic, actional, strategic, and also socio-cultural competence.

The final achievement of curriculum 2004 is to make learners able to communicate in the target language with all of the competences explained above.

2.2.1 The Model of Language

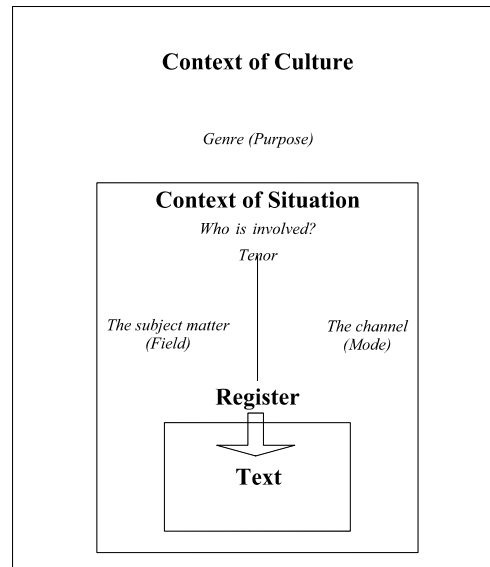


Figure 2

The model of Language (Derewianka 1995: 19)

Language is social semiotics (Halliday & Hasan, 1989:3). What people agree and believe between object signed and its symbol signifying it is realized through language. In short we might say that language acts as a kind of social interaction tool for people. The implication that can be drawn for language education is that how to enable students to use language in social interaction. This model has been explicated by Derewianka (1995:19) as we could see above.

According to Halliday (1989:5), studying language is partly in order to understand language and how language works, and partly in order to understand

what people do with it. In other words, all use of language has a form of context; its purpose is to associate between text and context of situation in which the situation takes place. It is categorized in two forms, context of situation and context of culture. The widest scope, context of culture or genre is where language occurs along with its special purposes and general pattern.

If you would like to observe Harry Potter series, the most spectacular books wanted by millions of children in this world, it tells a story about a witchcraft and wizardry life of Harry, its main character, with all of his best friends and enemies. When reading this text, someone will figure out the purpose of the story offered. Its function is to amuse, entertain and to deal with actual or vicarious experience in different way. Narrative, this kind of text type/ genre, deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds in resolution (Gerot and Wignel, 1995: 204). The language used in this genre is different from the language used in advertising a Porsche or it will be different again if we compare with the language used in reporting live football match in the final match of World Cup 2006 in Germany, the genre of each text is different.

When one speaks or writes to communicate a meaning, a piece of text is created. When one reads, listens to, or views a piece of texts, he is interpreting its meaning (Mark and Cathy Anderson, 1997:1). Besides context, in Derewianka model's of language, we also recognize what so called text. It includes in the inner part of the chart. Text, if we observe the chart, is basically the product of context of situation and context of culture. Many linguists define a text as any stretch of

language which is held together cohesively through meaning (Feez and Joyce, 1998:4), whereas according to Halliday and Hasan (1989:11) a text is both an object in its own right and an instance – an instance of social meaning in a particular context of situation. It is a product of its environment, a product of continuous process of choices in meaning that we can represent as multiple paths or phases through the networks that constitute the linguistics system.

It can be concluded that a text is any meaningful stretch of language – oral or written. It means when one creates meaning, he creates a text. For example when someone said “OUT!”, it is called a text as it carries a meaning to leave. The addressee will eventually leave the place soon. The tenor could be a teacher and his naughty students. The incident happens when the naughty students cause noise which disturb the class, and the teacher asked him to leave the classroom by saying “*OUT*” instead of “*I am, the teacher, wants you, the naughtiest students in the classroom, to go out from this class as you are disturbing my class.*” Although it is only a word, the meaning is clear.

In this Curriculum 2004 the concept of genre has each characteristic. As it is said by Gerot and Wignell (1995: 17) that genres are culture specific, and have associated with them:

- a. Particular purpose or social purpose
- b. Particular stage: distinctive beginnings, middles and ends or also called as the generic structure
- c. Particular linguistic feature or the language feature of a text.

Again, Curriculum 2004 accepts this underpinning, takes twelve of thirteen genres suggested by Gerot and Wignell (1995: 192-217) to be taught in the High School level. The genres and their social functions taught in the Curriculum are:

GEN-RE	Social Function	Generic structure	Significant Lexicogramatical Features
Recount	To retell events for the purpose of informing or entertaining	<ul style="list-style-type: none"> • Orientation: provides the setting and introduces participants. • Events: tell what happened, in what sequences. • Re-orientation: optional-closure of events 	<ul style="list-style-type: none"> • Focus on specific participants • Use material processes • Circumstances of time and place • Use of past tense • Focus on temporal sequence
Report	To describe the way things are with reference to a range of natural, man-made, and social phenomena in our environment	<ul style="list-style-type: none"> • General classification: tells what the phenomenon under discussion is. • Description: tells what the phenomenon under discussion like in terms of part, qualities, habit. 	<ul style="list-style-type: none"> • Focus on generic participants • Use of relational processes to state what it is and that which is it. • Use of simple present tense • No temporal sequence

Discussion	To present (at least) two points of view about an issue.	<ul style="list-style-type: none"> • Issue: <ul style="list-style-type: none"> - Statement - Preview • Arguments for and against or statement of differing points of view <ul style="list-style-type: none"> - Point - Elaboration • Conclusion or recommendation 	<ul style="list-style-type: none"> • Focus on generic human and generic non-human participants. • Use of material processes, Relational processes, Mental processes. • Use of comparative: contrastive and consequential conjunctions. • Reasoning expressed as verbs and nouns
Explanation	To explain the processes involved in the information or working of natural and sociocultural phenomena.	<ul style="list-style-type: none"> • A general statement to position the reader • A sequenced explanation of why or how something occurs 	<ul style="list-style-type: none"> • Focus on generic, non-human participants • Use mainly of material and relational processes. • Use mainly of temporal and causal circumstances and conjunctions. • Some use of passive voice to get Theme right
Analytical Exposition	To persuade the reader or listener that something is the case	<ul style="list-style-type: none"> • Thesis Position: Introduces topic and indicates writer's position. Preview: Outlines the main arguments to be presented. • Arguments: Points and elaboration • Reiteration: restates writer's position 	<ul style="list-style-type: none"> • Focus on generic, non-human participants • Use of simple present tense • Use of relational process • Use of internal conjunction to state argument • Reasoning through causal conjunction or nominalization

Hortatory Exposition	To persuade the reader or listener that something should or should not be the case	<ul style="list-style-type: none"> • Thesis: announcement of issue concern • Arguments: reason for concern, leading to recommendation • Recommendation: statement of what ought or ought not to happen 	<ul style="list-style-type: none"> • Focus on generic, non-human participants, except for speaker or writer referring to self. • Use of Mental processes, material processes, and relational processes. • Use of simple present tense
News Item	To inform readers, listeners or viewers about events of the day which are considered newsworthy or important	<ul style="list-style-type: none"> • Newsworthy events: recounts the event in summary form • Background events: elaborate what happened, to whom, in what circumstances • Sources: comment by participants in, witnesses to and authorities expert on the event. 	<ul style="list-style-type: none"> • Short, telegraphic information about the story captured in headline • Use of material processes to retell the event • Use of projecting verbal processes in sources stage • Focus on circumstances
Narrative	To amuse, entertain and to deal with actual or vicarious experience in different ways; narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution	<ul style="list-style-type: none"> • Orientation: sets the scene and introduces the participants • Evaluation: a stepping back to evaluate the plight • Complication: a crisis arises • Resolution: the crisis is resolved, for better or for worse • Re-orientation: optional 	<ul style="list-style-type: none"> • Focus on specific and usually individualized participants • Use of material processes (Behavioral and Verbal processes) • Use of relational processes and mental processes. • Use of temporal conjunction and temporal circumstances • Use of past tense
Procedure	To describe how something is accomplished through a sequence of actions or steps	<ul style="list-style-type: none"> • Goal • Materials • Steps 1-n 	<ul style="list-style-type: none"> • Focus on general human agents • Use of simple present tense, often imperative • Use of mainly temporal conjunctions • Use mainly of material processes

Descriptive	To describe a particular person, place, or thing	<ul style="list-style-type: none"> • Identification: Identifies phenomenon to be described • Description: describes parts, qualities, characteristics 	<ul style="list-style-type: none"> • Focus on specific participants • Use of attributive and identifying processes • Frequent use of epithet and classifiers in nominal group • Use of simple present tense
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2.2.2 Descriptive text

One of the texts that are taught in the level of SMP is descriptive. As Gerot (1995:208) states that descriptive is a kind of text which is aimed to describe a particular person, place, or thing. It also has the generic structure which is summarized as follows:

- (1) Identification which identifies phenomenon to be described, and
- (2) Description which describes parts, qualities, characteristics.
- (3) The linguistic feature occurs in this text is focused on specific participants, the use of attributive and identifying process, the frequent use of epithets and classifier in nominal groups, at and the use of simple present tense.

2.2.3 Teaching-Learning Cycle

Teaching implies many variables such as acquisition or 'getting' process, memory (storage) system, reinforcement, and the role of practice. On the other hand, teaching is guiding and facilitating learning, enable the learners to learn and setting the condition for learning (Brown, 1980).

There are four stages in teaching-learning process proposed by the Competence-based curriculum or curriculum 2004, viz Building Knowledge of

the Field, Modelling of Text, Joint Construction of Text, and Independent Construction of Text.

The first step is to facilitate students with the whole knowledge by giving the framework of the topic being learned. Next, modeling of the text, allows the teacher to give such model or example in producing a text, for instance, in teaching pronunciation, the teacher must give the best model of how to say a particular word. The third is Joint Construction of Text; it gives students a chance to practice with their friends what they have just learned from their teacher.

Students are also experiencing two kinds of teaching-learning cycles; they are spoken and written cycles. In the script of Curriculum 2004, it is mentioned that spoken cycle deals with the spoken language and the other is focused on the written form. In the level of SMP students, spoken language is more emphasized.

2.3 Teaching Media

Media would help establish the condition for the learners to identify or describe someone or something. There are some experts giving their opinions dealing with media:

Gerlach and Ely

Media is any person, material, or event that establishes condition which enable the learners to acquire knowledge, skills, and attitude (1980:241)

Hamalik

Media are used to motivate students in learning (1989:18)

Brown

Tools or the physical things used by the teacher to facilitate the instruction (1977:2)

From the definition above, it can be concluded that the use of media is significant as it would help the students in understanding and learning a particular lesson. For instance, if we want to explain about animal, media like dolls, realia, pictures, and so forth might help the students in visualizing the shape of those animals easily.

There are various kinds of media we can find. According to Gerlach and Ely (190:297) the media to teach are classified in the six general categories, such as:

(1) Picture

Picture consists of photographs or any object or events, which may be larger or smaller than the object or event it represent.

(2) Audio recording

Recording is made on magnetic tape, disc, motion picture, and soundtrack. There are reproductions of actual event or soundtrack.

(3) Motion Picture

A motion picture is a moving image in color or black and white produced from live action or from graphic representation.

(4) TV

This category includes all types of Audio Video Electronic distribution system which eventually appear on TV monitor.

(5) Real things, simulation, and Model

Includes people, events, objects, and demonstration real things as constructed with other media, are not substituted for the actual object or events.

Sadiman *et al* (2003) argues that the instructional media for teaching-learning process in Indonesia can be classified into five categories as:

- (1) Games and Simulation ; e.g. words, people, and role playing
- (2) Visual media; media that can be seen and its function is distributing the message from the sources to the receiver.

The example of visual media are pictures/photo, sketch, diagram, chart, cartoon, map, globe, flannel board.

- (3) Audio media

Audio media is a media that is useful because of its sounds. The examples of audio media are radio, tape, or Compact Disk.

- (4) Audio-Visual media

It is a media that are useful because of their sounds and pictures. TV, Video, Computer, DVD, and so forth are the example of this kind of media.

- (5) Still projected media

Slides, film strip, OHP, opaque projector, micro film, film are the model of still projected media.

From the categories given by Gerlach & Ely and Sadiman, there are many kinds of media that can be used by a teacher in explaining the material. Therefore, it must be borne in mind that to select the appropriate media, the teacher must consider the characteristics of the students which directly relate to the learning process (Gerlach & Ely, 1980:254). In other words, a teacher should also take a look at to the characteristics of the students in deciding what the most appropriate

media are. For instance, the use of cartoon film like Winnie the Pooh is more appropriate to be given to the Elementary students instead of High School students.

Therefore, Brown (1977:76) states six principles of media selection, which are summarized as follows:

(1) Content

Does the medium have significant relation with the lesson

(2) Purpose

The media should contribute to the teaching-learning process. It should also be able to facilitate the teaching-learning process.

(3) Price

The teacher should consider that the cost spent is in accordance with the educational result derived from its use.

(4) Circumstances

The teacher should take into account the environment (school) where she/he teaches. It should be answering the question of “would it function effectively in the environment or not?”

(5) Learner's verification

The teacher should think that the aid has been tested to certain students. He/she should consider if the tested students are similar to the students whom he/she teaches.

(6) Validation

The teacher must think whether there are data providing that students learnt accurately through the use of the aid.

It can be concluded that in deciding the media used, besides knowing the characteristics of the students, the teacher should pay much attention to several principles in choosing it to make a better result of teaching.

2.4 Cue card as Medium in Teaching Speaking

Media are often neglected in a very predictable way in the classroom, usually as a starting point for teaching speaking, thus they can also be a key of importance in the communicative and interactive classrooms.

Here, the use of picture is suggested by Jeremy Harmer. In his book entitled the Practice of English Language Teaching, he says that:

“Pictures can be in the form of flashcards (smallish card which we can hold up for our students to see), large wall pictures (big enough for everyone to see detail), cue cards (small cards which students use in pair or group work), photograph, or illustrations, typically in a textbook. (Harmer, 2001)”

We are so familiar with pictures. We can find many pictures in every corner of the street and in our daily lives, but in the classroom, we hardly ever found various pictures. Harmer states that there are myriad types of picture as a media in teaching; they are motion picture and still picture. A motion picture includes film, cartoon movie, etc, whereas still picture includes flash cards, wall picture, and cue cards. Again, according to Harmer cue card is cards with words

or picture on that, which are used to encourage the students to respond in pair or group work.

There are several advantages of using pictures in teaching English according to Harmer (2001:134)

- (1) Pictures really help to reduce preparation time. Sets of pictures can be re-used, especially it can be laminated, and can be used at any level in classes for kids, teenagers, exam classes and adults following general or business courses.
- (2) When it comes to using picture stories in class, the key point is not to limit teacher to typical class activities and writing exercises. Students need as much spoken English practice as they can get.

2.5 Action Research

Kemmis and McTaggart (in Nunan, 1993:17) action research is a group of activity and a piece of descriptive research carried out by a teacher in his/her own classroom.

Action research is the process through which teachers collaborate in evaluating their practice jointly; raise awareness of their personal theory; articulate a shared conception of values; try out new strategies to render the values expressed in their practice more consistent with the educational values they espouse; record their work in a form which is readily available to and understandable by other teachers; and thus develop a shared theory of teaching by researching practice. (John Elliot retrieved in <http://www.madison.kt2.wi.us/sod/car/carhomepage.html>)

Kurt Lewin, then a professor at MIT, first coined the term “action research” in his 1946 paper “Action Research and Minority Problems”. In that paper, he described action research as

“a comparative research on the conditions and effects of various forms of social action and research leading to social action” that uses “a spiral of steps, each of which is composed of a circle of planning, action, and

fact-finding about the result of the action”. (Kurt Lewin, retrieved in http://carbon.cudenver.edu/~mryder/itc/act_res.html)

From the definition of Action Research above, it can be concluded that action research is a critical research which is done by the teacher or his/her collaborator and do not have any desire in generalizing findings but focus more on suggestion and problem solving.

2.5.1 Characteristic of Action Research

Action Research has several characteristics which will be elaborated as follows:

(1) On-the job problem-oriented

Problem which is being investigated appears from the authority of the researcher himself. The problem is the real problem faced by the researcher everyday.

(2) Problem –solving oriented

This research is oriented on the problem solving. This sort of research put the researcher as the agent of change.

(3) Improvement-oriented

This research gives emphasis on the improvement of quality. This concept is according to the principle of critical research: research has to construct product-oriented.

(4) Multiple Data Collection

In fulfilling the critical approaches principle, there are several ways of collecting data, such as observation, test, interview, questionnaire, and so forth.

(5) Cyclic

The sequence of the action research is planning, observing, action, and reflecting.

(6) Partisipatory (Collaborative)

Researcher makes such collaboration with the other people to do action research.

CHAPTER III

RESEARCH METHODOLOGY

To pursue the objectives of the study, the writer applies the following methodology which is divided into six sections: (1) research design, (2) object of the study, (3) procedure of the study, (4) method of collecting data, (5) instruments of the study, and (6) analysis of the data.

3.1 Research Design

There were two cycles applied in conducting this study. Adopting from Kemmis and Taggart (cited in Priyono, 1999:10), the following is the figure of action research cycle:

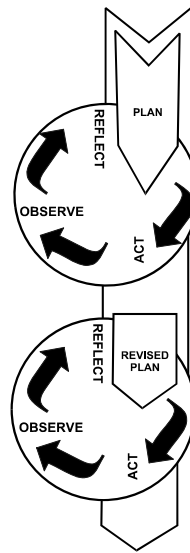


Figure 3

The action research was conducted through two cycles; in which each cycle consisted of four steps, as follows:

- (1) Planning

Planning was the first step of the research procedure. This activity covered the problem identification. This was the most important step in conducting action research as by knowing the problems, the researcher and collaborator could find a good solution to solve the problems arose.

(2) Acting

After recognizing the possible cause of problems faced by the students of SMP 13 Semarang, i.e. low score of speaking test, the action was decided in advance. The action was aimed to solve the problem.

(3) Observing

Observing was the activity of collecting the data to supervise to what extent the result of “acting” reach the objective. The data being taken were qualitative and quantitative data. The quantitative data covered the students’ progress (students’ score) while the qualitative data comprised students’ interest, class management. In short, in this phase, the researcher or collaborator elaborated kinds of data, the procedure of collecting data, and the instrument (observation, interview, questionnaire, and so forth). The data was also collected through the learning logs and journals.

(4) Reflecting

Reflecting was the activity of evaluating critically about the progress or change of the students, class, and also teacher. In this step, the researcher or collaborator could observe whether the “acting” activity had resulted

any progress, what progress happened, and also about the positives and negatives, and so on.

3.2 Subject of the Study

The population used of this study was eight graders of SMP N 13 Semarang Academic Year 2006/2007. The average number of students of each class is 45. Due to the large number of eighth grade students, not to mention the time limitation, energy and finance, a sample of population was taken through random sampling technique. The sample was students of class VIII F which consisted of 23 boys and 21 girls. All the students considered that English is their first foreign language, and they find it difficult learning the language.

3.3 Procedure of the Study

This Action research was carried through seven activities in two cycles, which would be summarized as follows:

3.3.1 Cycle 1

After analyzing the possible cause faced by the students dealing with the low rate of speaking test result, the teacher in collaboration with the writer started to plan the treatment. First of all, the writer and the teacher chose the cue card which was appropriate to the teaching material. Afterwards, lesson plan was made and followed by the test construction.

After planning, implementation of the lesson plan served to solve the problems. The following were the teaching steps:

- (1) The teacher and students learnt how to describe particular animals
- (2) The teacher drew a chart or tree diagram about anything that could be described.
- (3) Students, by the help of the teacher, tried to fill the animal's description on the board.
- (4) The teacher read the description and asked the students to repeat after her.
- (5) The teacher distributed the cue cards of camel, crocodile, elephant, and giraffe to each student.
- (6) The teacher asked the students to describe the animal with their partner.
- (7) The teacher gave the opportunity to the students to produce their own description using the cue cards they got.
- (8) The teacher gave students another opportunity to memorize their description.
- (9) The students performed their description in front of the class. (test 1)

Another activity was to observe both the teacher and students in the teaching learning process through observation checklist. After that, the result of Test 1 was analyzed. As the result was not yet satisfying, the teacher together with the writer tried to conduct another plan for improvement in cycle 2.

3.3.2 Cycle 2

This activity was the improvement of the previous cycle. Similar to the previous activity, this activity was started by planning the action. After deciding the plan, the teacher applied it. The teaching steps were:

- (1) The teacher and students learnt to describe people

- (2) The teacher distributed the cue card of Kevin Zylwyg (Indonesian actor) to the students.
- (3) The teacher wrote questions in the board whose answers could help students in constructing a well-sequenced descriptive text (identification, description).
- (4) Students, with the help of the teacher, tried to describe the picture in the cue cards based on the questions written in the board.
- (5) The teacher read them out loud, and students were asked to repeat after the teacher.
- (6) The teacher asked five persons (volunteers) to perform in front of the class.
- (7) The teacher distributed the cue cards (at this cycle, students were asked to describe people).
- (8) Students were given time to describe, memorize their descriptive text
- (9) Students performed their descriptive text of a person in front of the class (test 2)

At the end of the study, questionnaire was distributed to all the students which aimed to identify students' opinions towards the treatment of using cue card in describing things and persons.

3.4 Data Collection

In this study, questionnaire, observation checklist, and test were used. The questionnaire was given at the end of the study. The observation checklists monitored the students and teacher's activities during the teaching learning

process. It was used to decide what kind of reflection made for the next action. The tests were presented at the end of the cycle.

3.5 Instrument of the Study

The instrument used in the research was intended to measure the students' achievement in speaking skills (which included the aspects of grammar, fluency, and pronunciation). The instruments of this study were cue cards, field note, test, and interview and questionnaire.

3.5.1 Cue cards (Pictures)

Pictures were selected in terms of their authenticity, attractiveness, and appropriateness to the students. They must also be related to the theme in the English syllabus material. Cue cards used in the first cycle were Animal Cue cards (elephant, giraffe, camel, and crocodile). While for the second cycle, Public Figure cue card (Taufik Hidayat, Zinedine Zidane, Mary Olsen, and Giring) were applied.

3.5.2 Field notes/ observation checklist

Field notes were used to know the students' behavior and teacher's performance in the teaching learning process. The use of field notes, hopefully, would help the writer to observe the class situation. It also showed some notes taken in each action.

3.5.3 Test

The action research was carried out into two cycles. There were tests in each cycle. The tests were aimed to measure the student's progress and result of the teaching learning activities.

3.5.4 Scoring Technique

In this study, the writer took the score based on the oral production of the students to measure the progress. The aspects of the scoring were grammar, fluency, and pronunciation. In giving scores, the writer referred to the rating scale modeled by Kurikulum 2004 which adopted by *Testing English as a Second Language*, Harris, D.P. (1969, p.84)

Grammar	5	<ul style="list-style-type: none">• Makes few noticeable errors of grammar or word order
	4	<ul style="list-style-type: none">• Occasionally makes grammatical errors which do not obscure meaning
	3	<ul style="list-style-type: none">• Makes frequent errors of grammar and word order which occasionally obscure meaning
	2	<ul style="list-style-type: none">• Frequent grammar errors occur which make re-phrasing and re-constructing of utterance
	1	<ul style="list-style-type: none">• Errors in grammar is severe
Fluency	5	<ul style="list-style-type: none">• Speech is fluent and effortless
	4	<ul style="list-style-type: none">• Speed of speech seems slightly affected by language problems
	3	<ul style="list-style-type: none">• Speed and fluency seems strongly affected by language problems

	2	<ul style="list-style-type: none"> • Usually hesitant , often force into silence by language limitation
	1	<ul style="list-style-type: none"> • Speech is so halting and fragmentary as to make the conversation impossible
Pronunciation	5	<ul style="list-style-type: none"> • Has few of foreign accent
	4	<ul style="list-style-type: none"> • Always intelligible, though one is conscious of a definite accent
	3	<ul style="list-style-type: none"> • Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding
	2	<ul style="list-style-type: none"> • Very hard to understand because of pronunciation problems. Must frequently be asked to repeat
	1	<ul style="list-style-type: none"> • Pronunciation problems are severe

3.5.5 Interview and Questionnaire

In this final project, an interview was applied. The interview was addressed to five students to get deeper information about the topic addressed to the interviewees. The objectives of the interview were to find out students' interest, like and dislike, and also opinion and attitude toward the speaking class in their English class.

Questionnaire is a list of questions to be answered by a group of people to get information. The questionnaire collected data/information from the students based on the needs, interest, like and dislike about the teaching learning process.

The questionnaire was given to the students after they finished doing the final test (test cycle 2). The questionnaire was of closed format, where the questions were in the form of multiple choices. There was no consensus on the number of opinions that should be given. According to Heaton (1975:172), the result of the questionnaire data analysis of each issue can be classified into a range of mean below:

Table Classification of Graded Scores

Range of mean	Student's interest	The advantage	Student's achievement	The relevancy	Sustainability
0.00-1.00	Low	Do not help the students	Low	Not relevant	Not necessary
1.01-2.00	Medium	Help	Medium	Relevant	Necessary
2.01-3.00	High	Help the students very much	High	Very relevant	Very necessary

3.6 Data Analysis

Both quantitative and qualitative analyses were used in this study. The qualitative analysis was gathered through questionnaire and observation checklist, whereas the data from the test (quantitative analysis) were investigated through counting the total average of cycle 1 and 2, and discovering the difference between the two cycles.

Besides the teacher, the collaborator who was also helped by a friend gave the score.

CHAPTER IV

DATA ANALYSIS

4.1 Result of the Study

This study was conducted in two cycles. There were four meetings, and each cycle consisted of two meetings. The first meeting of cycle 1 was held on December, 14th 2006 and the second meeting of cycle 1 was on December 16th 2006. Then, on December 21st , 2006 and December 23rd , 2006 the first and second meeting of Cycle 2 were held.

4.1.1 Cycle 1

Before initiating the study, first of all, the writer shared with the English teacher of class VIII F of SMP N 13 Semarang students, Mrs. Emilia about some possibilities that made her students' speaking score low. She explained that her students' interest toward English was low. Besides, she realized that she rarely used media in teaching English, especially in speaking test. The students were taught by using copies of English texts taken from the text book.

The interview was conducted to know the students' opinion toward the English lesson, i.e. their interests, the class situation, the speaking class, and the teacher's way of teaching (Appendix 1). Some points highlighted from the interview result are:

- (1) Students liked learning English
- (2) Students thought that speaking was interesting
- (3) Students felt that the teacher and the subject bored them

(4) Students witnessed that the teacher rarely used media. The only media used by the teacher so far was text book.

(5) Students said that they liked learning through media

From the result of the interview, the writer concluded that the main issue of this study was “the teacher’s way of teaching was not so interesting to the students”. These results were utilized as starting points to determine the further steps of the study.

The teacher together with the collaborator discussed about the application of cue card as a teaching media. The teacher made the cue cards appropriate to the material (how to describe a person/place/thing). There were two meetings in a cycle. The first meeting was used for explaining the material, whereas the second was used for examining the students’ understanding of the material or conducting a speaking test.

In the first cycle the teacher taught about how to describe animals. The writer observed the students and teacher’s activities and jotted down the result into the observation sheets (Appendix 2). The result of the observation was as follow:

Observation of the students’ activities (Appendix 2)

(1) 44 students were present (100%)

(2) 8 students actively asked questions (18%)

(3) 4 students actively answered teacher’s questions (9%)

(4) 32 students did the activities given by the teacher well (72%)

(5) 39 students paid attention to the teacher (88%)

- (6) 41 students did not make some trouble (noise) (93%)

Observation of the teacher's activities (Appendix 2)

The data which can be seen in the Checklist for Teacher's form in appendix 2, show that:

- (1) The teacher was good at opening the lesson
- (2) The teacher was good also in explaining the material to the students.
- (3) The teacher had a very loud and clear voice and intonation that could be heard by the whole students.
- (4) The teacher was too ignorant to the students by not giving her students chances to actively engage in the lesson.
- (5) The teacher often neglected the students in the back row which created a little noise in the classroom.
- (6) Sometimes, the teacher did not create the English speaking atmosphere in the classroom by using too many 'Bahasa Indonesia' in delivering the lesson.
- (7) The media (cue cards) made by the teacher were considered interesting as all students enjoyed in learning English.

Besides analyzing the observation list of teacher and students, the teacher and the writer also considered the result of the first score of speaking test. They found out that the result was not yet satisfying (Appendix 3). For that reason, they revised the planning and acting step for further improvement in the next cycle (cycle 2).

4.1.2 Cycle 2

As in the first cycle, the analysis began with observing the students' and teacher's checklist. The result of the observation is:

Observation of the students' activity (Appendix 2)

- (1) 44 students were present (100%)
- (2) 13 Students actively asked question (29%)
- (3) 8 students actively answered teacher's questions (18%)
- (4) 41 students did the activities given by the teacher well (93%)
- (5) 42 students paid attention to the teacher (95%)
- (6) 42 students did not make some trouble (noise) (95%)

Based on the reflection of the first cycle, the researcher did the following actions to improve the result of the second cycle:

- (1) The teacher asked some students to perform in front of the class to make them more active in the classroom.
- (2) The teacher asked some noisy students to sit in the front row. By giving them activities such as answering teacher's question, performing in front of the class, it was expected that they would pay more attention to the teacher and the lesson.
- (3) The teacher started to use language accompanying action to limit the use of 'Bahasa Indonesia'.
- (4) The teacher asked the students to review the lesson to make the students understand more of the lesson.

Observation of the teacher's activity:

- (1) The teacher was good in opening the lesson.
- (2) The teacher was good in explaining the material to the students
- (3) The teacher paid more attention to the whole students, she did not only pay attention to the students in the front row.
- (4) The teaching media were so interesting that the students enjoyed learning using the media of cue cards.
- (5) The teacher gave more opportunity to the students to engage in the lesson, actively ask questions, and participate actively in the classroom.
- (6) The teacher helped the students to review the lesson which made a better understanding of the lesson that they had learnt.

Again, in this cycle, the teacher and the writer analyzed the result of second speaking test (Appendix 3). After being analyzed, the data gained from the test 1 and test 2 were compared. It was carried out to observe whether there was any improvement or not.

From the table below, it can be seen that there was improvement in general, except grammar. From this study, the writer concluded that by the use of cue cards as the teaching media could improve the average of speaking score of the year eight students of SMP N 13 Semarang.

The following is the analysis of the test result of test 1 and test 2:

The Analysis of Students' Speaking Score

No.	Items scored	Total Average (Cycle 1)	Total Average (Cycle 2)	Difference
1.	Grammar	148.3	147	-1.3
2.	Fluency	124.3	156.6	31.3
3.	Pronunciation	133.3	158.6	25.3
4.	Total Average of all items scored	135.3	153.7	18.4

4.2 Analysis of the Questionnaire

As stated in the previous chapter that at the end of the study, the writer gave a questionnaire to the students. The purpose was to answer the problem of this study. There were five items that had to be answered by the students.

There were certain techniques in analyzing the questionnaire items as follows:

1. Grading the Items of Questionnaire

The questionnaire consisted of five questions, each of which had three options, namely a, b, and c. Each option was given a score showing the quality of each indicator. The score can be seen below

Table of Point Ranges

Option	Point
--------	-------

A	1
B	2
C	3

The score is explained below:

- If the students chose A, the score is 1
- If the students chose B, the score is 2
- If the students chose C, the score is 3

2. Tabulating the data of Questionnaire

The writer tabulated the data of questionnaire to make the result clearly readable and understandable. The table consists of three columns; name, scores per item, total scores, and the mean of each item (Appendix 4).

3. Finding the Mean

The formula used for computing the mean is as follow:

$$m = \frac{\sum x}{N}$$

Where,

m = the mean

$\sum x$ = the sum of item scores, and

N = the number of the students

4. Determining the Graded Score

Providing value of graded score is very important, since the result of the mean was not in round figure, but decimal. The result of the questionnaire data analysis of each issue can be classified into a range of mean below:

Classification of Graded Score

Range of mean	Student's interest	The advantage	Student's achievement	The relevancy	Sustainability
0.00-1.00	Low	Do not help the students	Low	Not relevant	Not necessary
1.01-2.00	Medium	Help	Medium	Relevant	Necessary
2.01-3.00	High	Help the students very much	High	Very relevant	Very necessary

5. Matching the Mean to a criterion

To get additional information about the students' response in having the action research, the mean of each issue was then matched to a criterion. Based on the range of mean above, the result of questionnaire data can be analyzed by referring to a criterion below.

Category of the Criterion

Issue	Mean	Category
Students' interest	2.9	High
The advantage	3	Help the students very much
Students' achievement	2.9	High

The relevancy	2.6	Very relevant
Sustainability	2.7	Very necessary

6. Concluding the Questionnaire Result

Based on the result of matching the mean to the above criterion, it can be concluded here that:

- (1) The students' achievement was high;
- (2) Cue card has some advantages. It could help the students in speaking (descriptive text);
- (3) The students' achievement in learning English after having activity by using cue card was high;
- (4) The relevancy between the material offered in this action research and the material that the students often used and needed in their daily activity is relevant; and
- (5) The program is very necessary for the students.

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

Based on the data analyses in the previous chapter, a conclusion can be drawn to answer the statement of the problems.

The conclusion is that the use of cue cards as teaching media improves the speaking ability of year VIII students of SMP N 13 Semarang of the academic year 2006/2007. It included pronunciation and fluency, but it did not improve the average of students' grammar.

5.2 Suggestions

Based on the data analyses of the study, some suggestions are given

- (1) Using cue cards as media of teaching, especially for improving the students' speaking ability, especially in producing descriptive text, should be promoted in English classes. This is due to the reason that cue card is easy and cheap.
- (2) Indonesian government should think about decreasing the number of large class.
- (3) Teacher should stimulate students to be active in the classroom.
- (4) Teachers should encourage themselves to create new and creative ways of teaching by using various media, including cue cards so that the students are more interested in learning and speaking descriptive text.

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